

50065 LIBRARY SCIENCE (minor)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50065.1 The program requires study and experiences in information literacy and library media skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.2 The program requires study and experiences in the library media professional's role to integrate media, materials, and technology into the curriculum. In addition, the program requires study with other types of library and information services to promote intellectual freedom in a democratic society. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.3 The program requires study and experiences in assessing needs in the use of media, materials, and technology to support effective instruction. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.4 The program requires study and experiences in using both print and electronic information systems to meet instruction and information needs of students and faculty. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.5 The program requires study and experiences in production of media materials. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.6 The program requires study and experiences in establishing an acquisition process that assures resources are available when needed and in organizing, classifying, and cataloging media materials. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.7 The program requires study and experiences in choosing children's and young adult literature, media, and informational resources in relationship to learner's interests, reading ability, and cultural background. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.8 The program requires study and experiences in the library media professional's role in promoting awareness of the relationship between home and school by developing lifelong reading habits in children and young adults. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.9 The program requires study and experiences in the administration of a school library media center. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

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50065.10 The program requires the study of current, appropriate instructional technologies.

The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.